



INNOVATIVE: Journal Of Social Science Research
Volume 3 Nomor 2 Tahun 2023 Page 5552-5556
E-ISSN 2807-4238 and P-ISSN 2807-4246
Website: <https://j-innovative.org/index.php/Innovative>

The Use Of Total Physical Response Method To Teach Students Motivation For Junior High School

Meliani Anisa

Pendidikan Bahasa Inggris, Universitas Islam Indonesia

Email: 19322072@students.uii.ac.id

Abstrak

Pendidikan adalah faktor paling signifikan yang dapat mengubah dunia. Namun di daerah terpencil masih kurangnya kesadaran tentang hal ini dikarenakan beberapa faktor, salah satunya adalah motivasi belajar. Saya berkesempatan mengikuti program Kampus Mengajar, dimana saya bisa terlibat langsung di sekolah dengan mengajar Bahasa Inggris dan mengamati siswa. Penelitian kualitatif ini akan membahas siswa SMP yang kurang motivasi, fokus penelitian ini adalah mata pelajaran Bahasa Inggris. Data dikumpulkan dari observasi siswa kelas 8 SMP di Cianjur Jawa Barat dengan pembelajaran menggunakan metode Total Physical Response, kemudian dianalisis secara deskriptif. Hasil observasi ini mengungkapkan bahwa metode Total Physical Response dapat meningkatkan motivasi belajar siswa

Kata Kunci: *Kurang Motivasi, Pendidikan, Pengajaran Bahasa Inggris, Total Physical Response.*

Abstract

Education is the most significant factor that can change the world. However, in remote areas there is still a lack of awareness about this due to several factors, one of which is motivation to learn. I had the opportunity to take part in the Kampus Mengajar program, where I was able to get involved directly in the school by teaching English and observing students. This qualitative study will discuss junior high school students who lack of motivation, the focus of this research is on English subject. Data was collected from observing grade 8 students at a junior high school in Cianjur, West Java with learning using the Total Physical Response method, then analyzed through descriptive. The results of this observation reveal that the Total Physical Response method can increase student motivation.

Keyword: *Education, English Teaching, Kampus Mengajar, Lack of Motivation, Total Physical Response.*

INTRODUCTION

Education is the most significant factor that can change the world. However, Indonesia currently requires cooperation from a variety of groups in order to work collaboratively to ensure the achievement of national education. This movement may be carried out by anybody, including students, to assist schools, particularly elementary and junior high schools, in providing optimal learning opportunities for all students in the restricted conditions of the Covid-19 pandemic. There are always going to be "adverse conditions," which are imperfect institutions, imperfect individuals, and imperfect situations (Agung, 2019). Kampus Mengajar is part of Kampus Merdeka, which incorporates students from varied educational backgrounds on each campus to help with the teaching and learning process in schools and to create chances for them to study and develop themselves outside of the classroom. Junior High School in West Java is our Kampus Merdeka batch 3. We are all students who have moved from different cities, therefore this exercise can strengthen the spirit of variety and help us adjust to new situations.

The author's role in Kampus Mengajar batch 3 is to carry out his teaching service in junior high schools in West Java. The Ministry of Education and Culture oversees this junior high school. All students learn offline at school. The difficulties we encountered during the teaching process were students who lacked motivation to study, as evidenced by incomplete assignments and inability to pay attention to the teacher when delivering the lesson. Teachers are also absent from class because they are exhausted from teaching many courses.

In general, motivation is defined as an individual's desire to participate in the learning process, which serves as the reason or aim for their participation in academic activities (Wery and Thomson, 2013). Because of the various subjects that must be taught, teachers seldom encourage students in class, thus teachers merely offer material without attempting to increase student interest and motivation (Aritonang, 2008). Based on these issues, the author, as a student assigned to teach, must be able to establish a pleasant atmosphere, provide innovative, creative, and effective learning methods, and build a comfortable and safe classroom environment in order to motivate students to study. The goal of this program is to assist teachers in dealing with students who are unmotivated to study and in using inventive, creative, and effective learning strategies.

RESEARCH METHOD

The qualitative self-observation method was used in this study. The author collects data through direct self-observation in 8 grade at junior high schools in West Java.

The strategy used to improve student motivation is Learning and Games, not only games, the author also uses the TPR (Total Physical Response) method by singing and responding to the teacher with body motions. Total Physical Response (TPR) is a teaching approach that establishes a connection between speech, the primary mode of language, and action, the method of language education in this case being motor (Singh, 2011). This Learning and Games exercise employs the following techniques:

1. The teacher explains about expressing feeling and gives examples of the vocabulary,
2. Students sing a song about expressing feelings together,
3. Students describe their feelings at that time on origami paper,

The student shows the results of the picture and explains what makes them feel that way, for example "Why are you feeling sad today?"

RESULTS AND DISCUSSIONS

Before conducting teaching practices, the authors made observations on learning facilities and how teachers teach in the classroom. Following that, the authors conducted teaching practices in English topics using the following procedure.

1. Preparation

Before beginning the lesson, the author greeted the students and asked them to pray, which was conducted by the class leader. Following that, the writer checked the class attendance to see who was absent, and before beginning the lesson, the writer inquired about the students' emotions and feelings. Origami, markers, pencils, and pens have been prepared as learning material

2. Implementation

Activities in English courses that discuss Expressing Feelings on June 15, 2022. To introduce new vocabulary to students, the author first put some vocabulary on the whiteboard (Figure 1), then discussed and asked questions about the meaning of each word with students, and lastly, the writer offered a formula for generating Expressing Feeling sentences. In the second phase, the author instructed the students to sing and move their limbs in accordance with the song lyrics (Figure 2). In the third phase, the author asked students to draw emoji based on their current feelings in the origami that had been provided; the activity was a form of implementing today's material, and students felt relieved because they had expressed their feelings through pictures;

Students appeared to enjoy expressing their emotions (Figure 3). In the final stage, the writer asked the students to raise their drawings, then asked several students, "Why are you feeling sad today?" or "What made you happy today?" and then gave students some positive sentences such as "Whatever you are feeling today, you can feel sad, disappointed, even cry, and yet please don't get caught up in that situation, you are not alone."

3. Evaluation

Evaluation is carried out every week to improve the performance of Kampus Mengajar awardees in the following week.

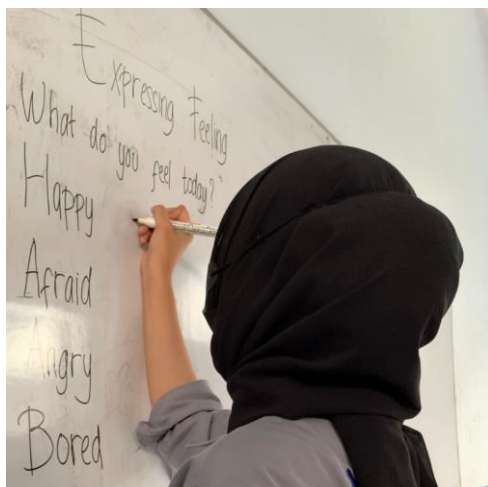


Figure 1. Creating vocabulary and discussing with students.

If you're happy happy happy, clap your hands.
 If you're happy happy happy, clap your hands.
 If you're happy happy happy, clap your hands, clap your hands.
 If you're happy happy happy, clap your hands.

If you're angry angry angry, stomp your feet.
 If you're angry angry angry, stomp your feet.
 If you're angry angry angry, stomp your feet, stomp your feet.
 If you're angry angry angry, stomp your feet.

If you're scared scared scared, say, "Oh no!"
 If you're scared scared scared, say, "Oh no!"
 If you're scared scared scared, say, "Oh no!" Say, "Oh no!"
 If you're scared scared scared, say, "Oh no!"

If you're sleepy sleepy sleepy, take a nap.
 If you're sleepy sleepy sleepy, take a nap.
 If you're sleepy sleepy sleepy, take a nap, take a nap.
 If you're sleepy sleepy sleepy, take a nap.

If you're happy happy happy, clap your hands.
 If you're happy happy happy, clap your hands.
 If you're happy happy happy, clap your hands, clap your hands.
 If you're happy happy happy, clap your hands.

Figure 2. Song lyrics



Figure 3. Students draw in origami

CONCLUSION

Based on the discussion. The results of self-observations of the Total Physical Response method provide changes to students' motivation and enthusiasm for learning, as evidenced by their participation in assignments and their enthusiasm during the learning process taught by Kampus Mengajar awardees at Junior High School in West Java. This cannot be separated from the role of teachers in guiding and helping us throughout all of our activities.

REFERENCES

- Agung, A. S. (2019). Current challenges in teaching English in least-developed region in Indonesia. *SOSHUM : Jurnal Sosial Dan Humaniora*, 9(3), 266–271. <https://doi.org/10.31940/soshum.v9i3.1317>
- Aritonang, Keke T. 2008. "Minat dan Motivasi dalam Meningkatkan Hasil Belajar Siswa". *Jurnal Pendidikan Penabur*.
- Singh, J. P. (2011). EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE. *A Multidisciplinary Journal*, 1, 20–22.
- Wery, J., & Thomson, M. M. (2013). Motivational strategies to enhance effective learning in teaching struggling students. *Support for Learning*, 28(3), 103–108. <https://doi.org/10.1111/1467-9604.12027>